



Annual Joint CSPD Partnership Meeting May 4, 2016

School Administrators of Montana (SAM): Kirk Miller

Kirk discussed SAM's Strategic Plan Goal Areas, see embedded SAM handout:

CSPD Stakeholder Council SAM Update – May 4, 2016

SAM was organized as an association of administrators in 1970. It represents the interests, aspirations, and professional leadership of Montana administrators. Nearly 1000 members network under six affiliate associations ([MASS](#), MAEMSP, MASSP, MCASE, MACSS, META) to promote GREAT Montana Schools, supporting leader's passion for providing an outstanding education to Montana's children!

[SAM Strategic Plan Goal Areas](#)

1. Professionalism, Integrity and Leadership
2. Advocacy
3. Professional Learning and Services

Professionalism, Integrity and Leadership

- Indicators of outstanding comprehensive education and high performance in Montana's schools.
- Focus attention on the value our public schools bring to each community.
- Setting a shining example of blending the SAM Strategic Plan with advocacy to cultivate a culture of collaboration, alliances and partnerships in the best interest of Montana's children!
- Active participation by SAM members in research and implementation of 2015 legislative actions and other study groups impacting education – [HB 374 Suicide Prevention Workgroup](#), Special Ed Coop Funding Task Force, Montana Arts Content Standards Committee, Montana Health Enhancement Content Standards Committee, Montana Oil and Gas Funding Study Committee, Montana Science Content Standards Committee, Montana Early Childhood Education, and others.
- Cooperating with partners in the development the Montana Educator Performance Appraisal System (EPAS), EducationSuperHighway Broadband Access Initiative, AdvancED, FCC Chairman Wheeler visit to Montana on October 13, Montana K-12 Connectivity Workgroup, Montana Farm 2 School Task Force, Montana Afterschool Alliance, CEEDAR State Leadership Team, Montana Multi-tiered System of Supports (MTSS) Workgroup, Montana CSPD Stakeholder Group.

Advocacy

- SAM members will be equipped with accurate information and are prepared to advocate for public education.
- Collaboration between education associations (MASBO, MEA-MFT, MQEC, MREA, MTSBA, SAM) formed the Montana Public Education Center (MT-PEC) creating a positive impact in the 2015 legislative session and strong voice on education policy issues.

- [SAM Delegate Assembly](#) has developed a long range understanding of Positions and Resolutions creating an action plan for advocacy at the state and federal level (DA Steering Committee, SAM Legislative Network). Delegate Assembly will be held on June 16-17, 2016.
- Proactive relationships with the Governor's office, State Superintendent and OPI, Montana University System and a wide range of education stakeholders.
- Working closely with the K-12 Vision Group and MT-PEC to establish areas of focus for the 2017 legislative session and education advocacy issues.
- Focus on SAM and MT-PEC Priorities:
 - Recruitment and Retention of Quality Educators (Recruiting Incredible School Educators [Rise4Montana](#)). See the [RISE4MT Update 2-22-16](#).
 - Capital Facilities/Technology Infrastructure Needs
 - [Special Education Funding Adequacy and Equity](#) (SAM Delegate Assembly Resolutions: Mental Health, Special Education Funding, Funding for Mandated Special Education Services, Funding Special Education Cooperative Infrastructure, Special Education Funding – Closing the Gap) All of these are voted as “Action” items.
- SAM members' leadership and participation in the development of [Montana's Comprehensive Work Plan](#) for implementation of the Every Student Succeeds Act (ESSA) is a high priority. Of the 33 participants, 19 are SAM members. First committee meetings – May 25-26.
- SAM will work closely with partners in the education community on challenges in the implementation of the SB 410 Tuition Tax Credit bill (2015 legislative session) in association with the MQEC.
- [School Funding Interim Commission \(SFIC\)](#) – Communicating with Commission members offering support for the work ahead. First meeting on September 23, 2015. Adopted work plan that included the SAM and MT-PEC priorities. The meetings held on January 11-13, 2016 and April 4-5, 2016 focused on the SAM and MT-PEC priorities. Next meeting is going on now starting yesterday – May 3-5, 2016.
- [Federal advocacy](#) for the implementation of ESSA, support of the increased funding of IDEA, led the charge with Montana's congressional delegation and national associations to request USED address the burden created in completing the Civil Rights Data Collection (CRDC) biannual report, E-Rate and Broadband access for schools, and the REST Act rural educator recruitment legislation.

Professional Learning and Services

- Professional learning opportunities for educational leaders aligned with best practices research and innovative strategies.
- SAM 21st Century Leadership Institute and Mentor Programs are aligned to form the [SAM Leaders Professional Learning Program \(LPLP\)](#), expanding professional learning opportunities for 52 Montana administrators. Review progress at [SAM LPLP 2015-16 2nd Quarter Executive Summary](#).
- #SAMedchat – weekly chat group on Thursdays, 7-8 pm. Please feel free to join in!
- [SAM website](#) - a one stop repository for member resources. Social media resources.

- SAM annually assists in the operation of 13 conferences creating learning opportunities for our members. See the [Conferences](#) tab on the website.
- Member benefits: Affiliate regional meetings, SAM Bulletin and weekly SAM Updates, colleague networks, state and federal advocacy networks, legal assistance, professional liability insurance, technology embedded solutions including website, cloud-based solutions, use of social media to communicate effectively, many more...
- [MCEL 2015](#) – Released [GREAT III](#) publication for all schools and communities to have common advocacy information about the great work (based on the recent Zogby poll of Montana citizens) being accomplished in our public schools. Next MCEL will be held on October 19-21, 2016.
- [SAM Administrators Institute](#) provides great learning opportunities our entire membership – theme for [SAM AI 2016](#) is “Leadership of Transformation Change for the Whole Child” scheduled for July 25-28 in Helena!
- [SAM 2015-16 Membership Report](#) is 986, a record! Great work affiliate leaders! For 2016-17, 325 memberships renewed so far.

Indian Education for All and Indian Student Achievement: Mandy Smoker Broadus

OPI’s Indian Education for All division is focusing on student’s cultural as well as academic success. Indicators that point to growth and success include a strong sense of self and purpose, courage and tenacity, and creativity. OPI wants them to leave school feeling prepared for whatever challenges they will face, they want them to be active and healthy; physically, emotionally and socially. OPI is focusing on making sure that students know their culture and are able to relate to it. OPI does not want the students to bounce between two different systems/cultures so they are working to bring their culture into their schools.

The School Climate Transformation Grant is combining MBI and other competencies within the Indian community and bringing those into the school system. OPI believes the model they have developed will be viewed as a national model.

With the new education law, equity is a new national priority. Montana has had this priority for decades and will continue to focus on closing the low achievement gap and decreasing the dropout rate for Native American students with disabilities.

Mental health wrap around services have been provided with success to the schools on the reservations. OPI has seven specialists in seven Native American Indian communities.

The Schools of Promise Initiative has been focusing on the whole child and their families. The Initiative provides additional training to special education teachers, paraprofessionals and administrators and has a direct coaching component with coaches in each school every day.

OPI is also addressing historical and contemporary trauma in Native American Indian communities and is working with the University of Montana National Native Trauma Center. They are also working on on-line modules to address trauma.

Regional and National Issues that are or Could Impact Special Education in Montana: John Copenhaver, TAESE

National Big Picture Issues:

1. Changing demographics - by 2020 the school population will change and the majority will be the minority. By 2060 the general population will change and the majority will be the minority.
2. The presidential election will have a big impact on the issue of local control and shape the future of our programs.
3. Technology and virtual reality is changing the way we operate daily and has made us a world community with borders fading away.
4. The media has made an impact on our society and our economy is uncertain.
5. Culture of accountability and process- be careful not to let this overshadow the needs of children and families receiving services.
6. The country has an increased focus on legal issues with an increase in the number of lawyers per capita.
7. Big picture educational issues including a change in focus from results and not compliance, IDEA reauthorization: 2004 was the last reauthorization and we are in dire need of a new authorization, increased focus on early childhood and post-secondary education, and the movement to privatize education – many predict that within 25 years all of education will be provided by private institutions.

Current OSEP Priorities

1. Making sure youth incarcerated in juvenile and adult facilities receive an appropriate education.
2. Dispute resolution issues with states implementing voluntary self-assessments
3. New regulations on disproportionality and risk ratios are out for public comment
4. Differentiated monitoring and treating states based on their data and treating them according to their performance.

Children with Disabilities Challenges

5. Changing society dominated by technology and information overload
6. Demands on families that impact children
7. Society that is adult oriented
8. Limited postsecondary options
9. Impact of low socio-economic factors

Determining CSPD State and Regional Priorities

1. What are the unmet needs of children
2. Data from SPP/APR/SSIP
3. Unmet needs in Montana
4. State/National trends
5. CSPD functions under IDEA
6. School district needs

Hot Topics in Special Education

1. Accountability - have we taken our “eye off the ball?” Since 2004 our attention has shifted from the individual student to the system. More agencies and government entities are requesting data from the SEA/LEA. Data is good as long as we are using it to make changes to the systems that improve services, education for students.
2. State Systemic Improvement Plan (SSIP) - the SSIP includes Indicator 11, the State Identified Measurable Result (SIMR) for Part C and Indicator 17 for Part B. There are three phases to the plan: (1) data collection (2) developing the plan and (3) evaluating the plan. Key issues include huge stakeholder involvement, a focused SIMR using partners to assist in improvement, taking positive improvements and scaling them up, and strong leadership at the local and state level.
3. Individualized Education Program (IEP) and Individual Family Service Plan (IFSP) – There are 34 main regulations in IDEA that relate to the IEP or the IFSP. It is the main focus of IDEA. In our country there are 5.6 million children with disabilities and they each have a family who is involved in the process, the IEP/IFSP is the accountability tool to make sure that their future is secured. The number one monitoring violation across the country is IEP noncompliance. In November 2015 OSEP issued a letter stating that the IEP must be aligned with state academic content standards for the grade in which the child is enrolled, letter was included in the handout packet. Professional development should be offered on IEPs for new and pre-service teachers.
4. Dyslexia – dyslexia is a language based disorder it is the most common cause of reading and writing delays. Researchers say that currently 1 in 5 people have Dyslexia. A guidance letter from OSERS confirming that dyslexia is part of the specific learning disability category was included in the handout packet. There are a lot of states and disability groups that are advocating for a separate dyslexia category. Possible issues include increasing the awareness of needs of children with dyslexia, developing guidance documents, and providing professional development on dyslexia.
5. Recruitment and Retention of Qualified Staff – this is a major issue across the country. California had 21,000 unfilled positions in 2016. Individuals are not pursuing education positions because of the political nature of education, the erosion of tenure protection, high-stakes testing being related to teacher evaluations, wages and lack of leadership opportunities, paperwork and data requirements, lack of respect for teachers, and safety issues in schools. There has also been a drastic decrease in the number of individuals enrolling in IHE teacher training programs. Possible solutions include leadership incentives, reducing paperwork requirements, growing paraeducators, creating an atmosphere of respect and creating programs that encourage children to become educators.
6. Implementation Science - the science of teaching through research has increased over the years. All reform efforts include bringing research to practice. We have to take the proven practices that are out there and bring them into the classroom. Knowing the research is one thing, knowing how to take research and move it to practice with fidelity is another. In order to implement with fidelity, teachers need to be trained, coached, and mentored. The fastest growing position in schools is academic coaches, a lot of schools are using video coaching models.

Coaching and mentoring - professional development is a critical aspect of school improvement and student learning. Research clearly indicates that a conference or

training is not enough to change teacher behavior and practice. Current research from Joyce and Showers indicates that teachers who attend professional development that includes:

- a. theory and discussion show a 10% increase in knowledge and their use in the classroom is 0%.
- b. demonstration in training show a 30% increase in knowledge and their use in the classroom is 0%.
- c. practice and feedback in training show a 60% increase in knowledge and their use in the classroom is 5%.
- d. coaching in the classroom show a 95% increase in knowledge and their use in the classroom is 95%.

To the maximum degree possible, professional development should have some sort of coaching and mentoring component.

7. Federal Re-Authorization – Most major laws are reauthorized every five years. The Individuals with Disabilities Act (IDEA) was last reauthorized in 2004. The Every Student Succeeds Act (ESSA) was just reauthorized and will allow regular education to focus on the whole child, not just academics. Possible issues with the IDEA reauthorization include: results driven accountability, data and fiscal issues, Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning, disproportionality, State Performance Plan/APP, corrections/juvenile corrections, and increased involvement of state special education advisory council. When the IDEA is reauthorized there will be an increased need to provide professional development on the related issues.

8. Mental Health –

- four million children suffer from a serious mental illness.
- 4,300 young people, ages 10-24, die by suicide every year.
- States spend about one billion dollars for costs associated with suicide every year.
- only 20% of children with mental illness are identified and receive treatment
- 50% of children with mental illness will drop out of school
- 65% of boys and 75% of girls in juvenile detention have a mental illness
- Suicide is the leading cause of death in the US and the third leading cause of death for people ages 15-24.

Schools need to provide information and professional development for school staff to help address this issue. We also need to create a partnership, collaboration, and referral system with the medical and social work community. For additional information on Mental Health issues visit [NAMI](#).

9. Teaching Technology - we are living in an age of distraction and with a cultural crisis of attention due to the inundation of technology advances. Education and learning have come light years since IDEA 2004. Virtual and on-line learning is not addressed in the current law or regulations. Yet this has become an educational option for children with and without disabilities. We need to ensure that the latest technology is part of specialized instruction. Important questions to consider include: can related service be

delivered virtually; is part of the least restrictive environment continuum a virtual environment; and how does the IEP team operate in a virtual environment?

10. MTSS/RTI – Multi-Tiered Systems of Support (MTSS) /Response to Intervention (RTI) - beginning in 2001 with ESEA (No Child Left Behind) there has been the emergence of a general education framework to address the needs of children at risk academically and behaviorally. The rationale has been that RTI would reduce inappropriate referral to special education, address the needs of all children, create an alternate process to determine eligibility for special education services, increase the involvement of general education teachers in addressing the needs of all children, and encourage the systemic use of research based academic and behavioral strategies. Challenges with implementing RTI have included (1) very little research was conducted to determine if the process is valid and reliable (2) preservice and inservice has not adequately trained teachers to implement the process with fidelity (3) there are numerous hybrids of MTSS/RTI (4) determining eligibility for special education has remained virtually unchanged since 2001 and (5) the MTSS/RTI system has blurred the concept of specialized instruction. To address these issues, controlled studies of the MTSS/RTI process need to be conducted.
11. Cradle to College – the seamless transitions from early childhood to post-secondary education and work. There has been an increased shift in focusing on aligning systems so that they provide a seamless system to ensure student success.
12. Focus on Holistic Education - we are moving from a focus on academics only to other areas of education including affective education. All students need good social skills and good advocacy skills. The importance of play has been demonstrated in Finland. In Finland, students are allowed 15 minute breaks after every 45 minutes of instruction. These breaks during instruction have made Finland one of the most successful education systems in the world. 93% of Finns graduate from academic or vocational high schools which is 17.5% higher than the US and Finland spends 30% less on education per student than the US. 40% of US school districts have reduced or eliminated recess to focus more on academics, this loss results in increased obesity, decreased social skills, decreased team work skills, and a decrease in problem solving skills.

Other Trends

- Kathy Dunn: Gifted and Talented students are not being challenged
- Frank Podobnik: Implementation of ESSA and impact on students with disabilities
- Kirk Miller: Recruitment and retention
- PLUK: Transition and IEP
- Wendy: Part C-Social/Emotional Competency-Mental Health
- Special Education Directors: Recruitment/retention-getting and keeping qualified personnel and the working conditions for the workforce
- Parents: lack of awareness of mental health issues

Understanding the Workforce and Innovation Opportunity Act (WIOA) - Jim Marks

The Workforce Innovation and Opportunity Act (WIOA) went into effect in July 2014 and includes over 100 changes to the Vocational Rehabilitation (VR) regulations. The original

intent of the act was to move VR from the US Department of Education (DOE) to the US Department of Labor (DOL). However, VR resisted the change and was able to stay aligned with the DOE although a lot of the law is written as if they are partnering with the DOL. The passage of WIOA will allow VR to work more closely with schools and focus on students with disabilities while they are still in school. By working with youth, VR should have less expenses when individuals become adults and be able to serve more individuals. In other states, they are offering after school and summer programs with their WIOA funding. In Montana, VR wants to integrate special education with VR to make post-secondary transition smoother than it is now. To do this, VR is offering funds to high schools to provide services for their enrolled students with disabilities for Pre-Employment Transition Services (PETS). There are five required services which include: job exploration, work-based learning, work experiences, post-secondary preparation, and peer mentoring and advocacy supports. VR has contracted with the Rural Institute at the University of Montana to help guide VR and schools to implement Pre-ETS services. The last reauthorization took 16 years, so the WIOA funding will be available for schools for quite some time.

VR has a three-part strategy to provide services

1. VR will still offer traditional case services, but will now start at age 14 and go through age 24. VR must spend 15% (\$2 million for MT) of their funding on Pre-ETS services. These services are available only for students who are enrolled in high school.
2. Special projects include the Montana Youth Transitions program (MYLF and My Transitions Youth conferences), Moving on in MT at UM and MSUB (college prep program), and an E-mentoring project at MSUB (high school and post-secondary student mentoring program).
3. Contracts with Schools: funding to provide the five required Pre-ETS services in classrooms for students with disabilities and those suspected of having a disability including those with IEPs, 504 plans, and those who receive mental health services. Schools receive the funding based on a fee schedule for number of students served. The minimum amount a school can receive is \$10,000 for a 1-5 students and the maximum amount is \$71,500 for schools serving over 101 students.

Another emphasis of WIOA is supporting youth with the most severe disabilities to secure competitive integrated employment with comparable wages. Section 511 takes effect on July 22nd and requires VR to offer an alternative to working in segregated subminimum wage placements for students with severe disabilities. If an individual wants to work in a segregated subminimum wage placement they can do so after they try another placement in earnest.

Every Student Succeeds Act (ESSA) and the Possible Impact on IDEA: Jack O'Conner

ESSA doesn't replace NCLB but rather over writes it. The ESSA will go into effect at the beginning of the 2017/2018 school year. The guidelines are expected to be available this October. OPI has developed a stakeholder team to work on a plan of implementation which includes four main stakeholder groups and subgroups. The No Child Left Behind (NCLB) legislation was very prescriptive and involved consequences for not meeting goals. The

ESSA will have requirements and consequences that will be determined at the state level. Because the ESSA does not go into effect until the 2017-2018 school year, some of the NCLB requirements will still be in effect until then. States will develop transitional plans for next year that will outline what academic success looks like and what they will do for those schools not meeting the requirements. OPI plans to have the plan signed by the time Denise Juneau leaves office. AYP is not included in the transitional plan, schools progress from three years ago will be used as indicator of their progress for the next year but will be gone in the future. In the transitional plan, the highly qualified teacher (HQT) rule was also removed, however Montana State requirements for teacher licensure are stricter than the former HQT requirements. Paraprofessionals under NCLB had to meet one of three requirements: attend two years of college, have a two-year degree, or pass a district test showing that they are highly qualified to work with students. Under the transition plan this will not be required, however when ESSA goes into effect this requirement will go back into effect. The supplemental services requirement, 20% set aside for outside tutoring, requirement will not be included in the transitional plan, but schools in improvement must offer some type of academic support. Identification of students and amount of money to provide the service will be up to local school districts.

Several divisions at OPI including the Special Education and Title I Divisions are involved in the planning process to make it a more comprehensive plan to meet the needs of students with disabilities. Some students with disabilities are actually served under Title I so they will be affected by the changes in ESSA.

Under ESSA the schools of improvement term will not be used, instead schools will be identified as schools that are doing well, schools that need targeted support, and the lowest performing schools (5%) will be identified as comprehensive support schools.

Montana Behavior Initiative (MBI): Susan Bailey Anderson

This year additional strands will include strands for School Resource Officers and law enforcement personnel, mental health providers, and early childhood providers.

Montana Autism Education Project (MAEP): Doug Doty

The autism rate in Montana has increased from 1% of students with disabilities to 5%. The MAEP provides support to any school in Montana that requires assistance in working with students with autism. MAEP provides trainers for presentations, gives scholarships to educators to attend professional development on autism related issues, gives funding to the CSPD Regions to sponsor professional development, and distributes information on autism issues through its blog and newsletter.

The Montana Part C State Systemic Improvement Plan Phase 2 & 3: Wendy Studdt

Starting last year, Part C determined that the most important of their three global outcomes was positive social emotional skills. The 2013 data shows that 63% of children with disabilities enter pre-school below age expectations and exit with substantial growth. They are not sure if the results are accurate and are reexamining the data. As a result, they are working on improving the validity and reliability of their data. They identified six improvement strategies to focus on this year.

1. Need a professional development system for early interventionists. They partnered with MSU Extended University to provide the platform for their professional development system.
2. Child outcomes cohort: representatives from early intervention programs across the state came together two years ago to review the data that Part C gathered. They have received technical assistance from the ECTA and Daisy Centers to develop a multi-pronged approach which utilizes a train the trainer model. Each agency has individuals trained.
3. Family involvement: agencies will use the training garnered from the ECTA and Daisy Centers to share how they use the data that they have collected for decision making and how to understand the data that has been collected and how it impacts them and their child.
4. Monitoring and accountability: Each of the seven providers across the state has a quality improvement specialist assigned to them to monitor and support how they implement evidenced based practices. They implemented Routines-Based Interviewing and Routines-Based Early Intervention in the last three years and they are now implementing fidelity checks to assess the impact on their practice.
5. Demonstration site improvement strategies: DEAP will research social emotional curricula, assessments, and screening tools for infants and toddlers. CDC will pilot enhancing coaching interaction styles which addresses how to work with parents on promoting child learning, they will develop a roll out program that includes professional development, a guidance document, and fidelity checks.

The Big SSIP: OSEP Expectations and National Trends: Norm Ames

Norm Ames, TAESE, gave the group background information on the State Systemic Improvement Plan (SSIP) see Power Point presentation on pages 11-14.

The Montana SSIP: A Review of Phase 2-3: Dick Trerise

OPI is taking a broader perspective of what is need to make students successful. The SSIP is one piece of a bigger picture to make students successful in school so they are successful as adults. Phase I (Analysis): analyzed data and reviewed the current infrastructure. Phase II (Development): improved AIM system, hired 12 new behavioral consultants, joined the National Center for Systemic Improvement (NCSI), which is a collaborative with 12 other states. OPI is looking at utilizing a different monitoring model with schools. The State Personal Development grant is working on braiding MTSS and MBI. OPI is partnering on the WIOA with VR. OPI is also working on the Graduation Matters Montana, and a tribal wrap around model with the School Climate grant. A new Native American Task Force was created last December and is working on raising Native American student achievement. OPI reported on changes that were made in the infrastructure to support LEAs by identifying individual school needs as were reported by data analysis and communication with the districts. OPI is using the My Voice survey to see where kids are individually. OPI is also utilizing the New Teacher Learning Hub, the Montana Longitudinal Data grant, is working with the High Tiered Community of Practice system which works with corrections and juvenile justice, mental health task force, and support for LEAs to utilize existing initiatives. OPI met their target this year for graduation of Native American students and will set a new target for next year.

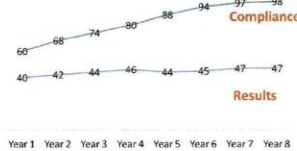
What is the SSIP?

- A comprehensive, ambitious, yet achievable multi-year plan that states will develop to improve results for children/students with disabilities (and their families)
- Increase the capacity of EIS programs/LEAs to implement, scale up, and sustain evidence-based practices that will result in improved results



Why SSIP? Why Now?

Improvement in Compliance vs. Results*



*Not actual data

Proposed SSIP Activities by Phase

| Year 1 - FFY 2013 Delivered by Apr 2015 | Year 2 - FFY 2014 Delivered by Feb 2016 | Years 3-6 FFY 2015-18 Feb 2017- Feb 2020 |
|---|--|---|
| Phase I Analysis | Phase II Development | Phase III Evaluation and Implementation |
| <ul style="list-style-type: none"> Data Analysis; Description of Infrastructure to Support Improvement and Build Capacity; State-identified Measurable Result; Selection of Coherent Improvement Strategies Theory of Action | <ul style="list-style-type: none"> Multi-year plan addressing: <ul style="list-style-type: none"> Infrastructure Development; Support EIS Program/LEA in Implementing Evidence-Based Practices; Evaluation Plan | <ul style="list-style-type: none"> Reporting on Progress including: <ul style="list-style-type: none"> Results of Ongoing Evaluation Extent of Progress Revisions to the SPP |

Stakeholder Engagement

We must leverage the knowledge and skills of our partners.



Resource

Communication Protocol Worksheet - <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/AllHub-Handout8-CommunicationProtocolWorksheet.pdf>

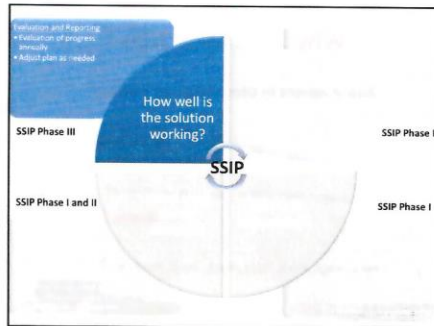


Phase II - Improvement Plan

Develop plan focusing on

- Infrastructure development
- Support for implementing evidence-based practices
- Evaluation of implementation






Phase III - Evaluation

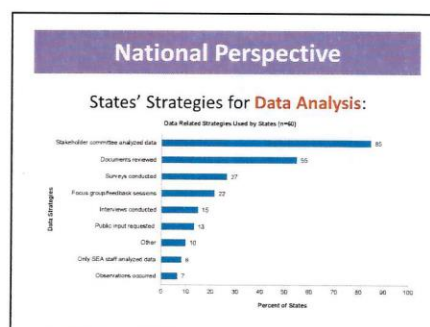
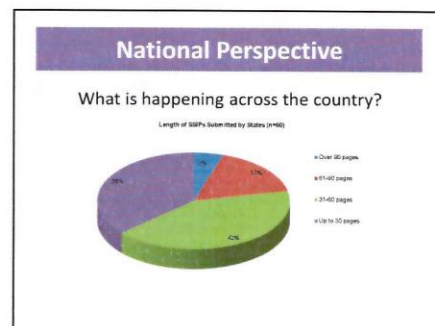
The State must

- Assess and report progress in implementing the SSIP
- Justify, using data from the evaluation, the continued implementation of the SSIP
- Provide a rationale for any revisions made



Phase III - Evaluation

- Did the activity occur? Did the activity accomplish its intended outcome(s)? If not, why not?
- Did practitioners implement the practices with fidelity (i.e. as intended)?
- Did outcomes/results improve?



National Perspective

States' Strategies for Infrastructure Analysis:

States analyzed these components:

Data, Fiscal, Governance,
Monitoring/Accountability,
Professional Development, Quality Standards,
and Technical Assistance.

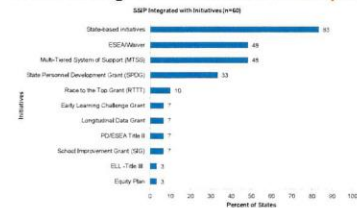
National Perspective

States' Strategies for Infrastructure Analysis:

All states reported analyzing **professional development and technical assistance systems**, 57 states (95%) indicated analyzing **monitoring and accountability**, 55 states (92%) described an **analysis of data systems**, and 54 states (90%) noted an **analysis of fiscal and quality standards**. Some states reviewed additional internal systems, such as **cultural competence and communication systems within their infrastructure**.

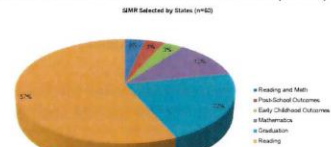
National Perspective

States' Strategies for Infrastructure Analysis:



National Perspective

State-Identified Measurable Result (SiMR):



National Perspective

State-Identified Measurable Result (SiMR):

| SiMR | State |
|------------------------------------|--|
| Reading Literacy (n=34) | AK, HI, IL, IN, MD, MI, MN, NY, OH, PA, RI, SC, TN, TX, VA, WI, WV, WY |
| Mathematics (n=27) | CT, ME, NH, RI, VT |
| Reading/Statistical Outcomes (n=2) | CA, MD |
| Evaluation (n=1) | AK, HI, IL, IN, MD, MI, MN, NY, OH, PA, RI, SC, TN, TX, VA, WI, WV, WY |
| Early Childhood Outcomes (n=2) | AK, HI |
| Post-School Outcomes (n=1) | AL, HI |

National Perspective

States' Coherent Improvement Strategies:

- All 60 SSIPs included improvement strategies focused on **building the capacity of LEAs**;
- Forty-two states (70%) identified strategies specifically targeted to **improve the capacity of the SEA**;
- three states (5%) addressed **family engagement** (with one of these specific to families of preschool-aged children);
- one state (2%) addressed **pre-service/institutions of higher education** in its improvement strategies

Montana's SiMR

The number and percent of American Indian students with disabilities who successfully complete their secondary education will increase.

SSIP Phase III

CSPD Joint Partnership

Stakeholder Input Activity

SSIP Phase III

Description of Activity:
Evaluating and Improving
SSIP Implementation

Please provide your recommended solutions for leveraging strengths and overcoming challenges. Identify possible strategies for your stakeholder group to contribute to overcoming barriers and leveraging existing strengths.